

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

November 20, 2008

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President
Dr. Ella P. Ward, Vice President
Dr. Thomas M. Brewster
Mrs. Isis M. Castro
Mr. David L. Johnson

Dr. Gary L. Jones
Mr. Kelvin L. Moore
Mr. Andrew J. Rotherham
Mrs. Eleanor B. Saslaw

Dr. Patricia I. Wright, Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Dr. Emblidge asked Mrs. Castro to lead in a moment of silence and Pledge of Allegiance.

APPROVAL OF MINUTES

Dr. Ward made a motion to approve the minutes of the October 23, 2008, meeting of the Board. The motion was seconded by Mrs. Castro and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

RESOLUTIONS/RECOGNITIONS

- A Resolution of Recognition was presented to the Sorenson Institute for its Outstanding Youth Leadership Program. The resolution was presented to Mr. Bob Gibson, executive director and Mark Johnson, assistant executive director and director of programs for the Sorenson Institute.
- A Resolution of Recognition was presented to the Clerks of the Senate of Virginia and the Virginia House of Delegates for their Outstanding Page Programs. The Board welcomed Susan Clark Schaar, clerk of the Senate, and Bruce Jamerson, clerk of the House.

- A Resolution of Recognition was presented to Virginia's 2009 Regional Teachers of the Year and the 2009 Virginia Teacher of the Year. They are as follows:

Region 1

Nicole C. Winter, Cosby High School, Chesterfield County Public Schools

Region 2

Sarah O. V. Lichtel, Stonehouse Elementary School, Williamsburg-James City County Public Schools

Region 3

Kyle J. Toth, Massaponax High School, Spotsylvania County Public Schools

Region 4

Patricia R. Herr, Smart's Mill Middle School, Loudoun County Public Schools

Region 5

Therese Warner, McGaheysville Elementary School, Rockingham County Public Schools

Region 7

Teresa L. Hash, Marion Intermediate School, Smyth County Public Schools

Region 8

Joy Utzinger, Prince Edward Elementary School, Prince Edward County Public Schools

Region 6 and Virginia's 2009 Teacher of the Year

Stephanie A. Doyle, Breckinridge Middle School, Roanoke County Public Schools

PUBLIC COMMENT

The following persons spoke during public comment:

Dr. Chalmers Hood

Mr. Barry Glenn

Ms. Angela Ciolfi

Dr. Yvonne Brandon

First Review of Revisions to Regulations Governing Pupil Transportation

Mr. Kent Dickey, assistant superintendent for finance, presented this topic. Mr. Dickey said that the *Regulations Governing Pupil Transportation* (8 VAC 20-70) were last revised in 2004. Since that time, statutory provisions addressing the content of these regulations have been enacted or amended resulting in inconsistent or conflicting requirements. In addition, areas of the current regulations needing clarification have been identified, as well as content from the 2005 National School Transportation Specifications and Procedures and federal requirements for incorporation into the regulations.

The Board of Education gave the department approval to begin the regulatory revision process at its October 18, 2007, meeting. In accordance with the Virginia Administrative Process Act, a NOIRA was published in the *Virginia Register of Regulations* on January 21, 2008, to advise the public of the Board of Education's intent to conduct a comprehensive review of the current regulations. The NOIRA was posted for 30 days for

public comment. Only three comments were received and they dealt with the school bus specifications instead of the regulations.

Significant changes in the proposed regulations include additional requirements for activity buses similar to those for yellow school buses, restrictions on daily driving hours, restrictions on students standing on buses, revisions to the Preventive Maintenance Manual, changes in the bus maintenance schedule, changes and clarifications to training requirements, and reporting changes.

Dr. Ward made a motion to accept for first review the proposed revisions to the *Regulations Governing Pupil Transportation* and authorize the department to proceed with the next steps of the regulatory process under the Administrative Process Act. Mrs. Castro seconded the motion and carried unanimously.

First Review of Proposed Amendments to the Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures (8 VAC 20-650-30)

Mrs. Patty Pitts, assistant superintendent, division of teacher education and licensure, presented this item. Mrs. Pitts said that Section 22.1-290.01 of the *Code of Virginia* establishes the Virginia Teaching Scholarship Loan Program. The Board of Education administers the Virginia Teaching Scholarship Loan Program (VTSLP) to support teacher candidates in the critical teaching shortage areas. The *Code* stipulates that the Board may promulgate such regulations as may be necessary for the implementation of the Program. The last revision to the 8VAC20-650-30 *Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures*, effective September 15, 2008, reflected changes made in the *Code* by the 2007 General Assembly.

The Virginia Department of Education disseminates Virginia Teaching Scholarship Loan nomination packages to the colleges and universities with approved teacher preparation programs. The colleges and universities identify teacher candidates who meet the established criteria. Candidates return completed applications to the institution's Office of Teacher Education, and the dean or director of teacher education submits nominations to the Department of Education.

Pursuant to Section 22.1-290.01 of the *Code* reenacted by the 2008 General Assembly, the Program shall consist of scholarships awarded annually to teacher candidates, including graduate students and paraprofessionals from Virginia school divisions at an accredited public or private four-year institution of higher education in the Commonwealth, who (i) are enrolled full-time or part-time in an approved teacher education program or are participants in another approved teacher education program; (ii) have maintained a cumulative grade point average of at least 2.7 on a 4.0 scale or its equivalent; and (iii) are nominated for such scholarship by the institution where they are enrolled. In addition, the candidates must meet one or more of the following criteria: (a) be enrolled in a program leading to an endorsement in a critical shortage area as established by the Board of

Education; (b) be a male teacher candidate in an elementary or middle school education program; (c) be a minority teacher candidate enrolled in any teacher endorsement area; or (d) be a student in an approved teacher education program leading to an endorsement in career and technical education.

Dr. Ward made a motion to approve the proposed revisions of the *Regulations Governing the Virginia Teaching Scholarship Loan Program Requirements and Selection Procedures* for first review. The motion was seconded by Mrs. Castro and carried unanimously.

Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Act (HEA)

Mrs. Pitts also presented this topic. Mrs. Pitts said that in October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

On September 26, 2001, the Board of Education approved Virginia's definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of "approval", "approval with stipulations," and "denial of accreditation" were used in these definitions. The new regulations separate the accreditation and program approval processes; therefore, the designations need to be revised to reflect the designations used by each of the accrediting bodies.

Dr. Ward made a motion to approve the recommendation from the Advisory Board on Teacher Education and Licensure to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The motion was seconded by Mr. Moore and carried unanimously.

The revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education are as follows:

At-Risk of Becoming Low-Performing Institution of Higher Education: At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE:	<i>Accreditation After First Visit:</i> Provisional Accreditation <i>Continuing Accreditation:</i> Accreditation with Probation
TEAC:	Provisional Accreditation
BOE:	Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE:	Accreditation, Continuing Accreditation, or Accredited with Conditions
TEAC:	Accreditation
BOE:	Accredited

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

Final Review of the "Advancing Virginia's Leadership Agenda" Guidance Document: Standards of Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Mrs. Pitts presented this topic. Mrs. Pitts said that on September 21, 2007, the Board of Education's *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leaders licensure assessment as a requirement for school principals consistent with the *Code of Virginia*. The administration and supervision endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire.

The Virginia Department of Education received a grant from the Wallace Foundation to support the initiative, “Advancing Virginia’s Leadership Agenda.” This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school divisions in recommending principals for the “Principal of Distinction” (Level II) administration and supervision endorsement.

A Request for Proposals (RFP) was disseminated to solicit proposals from qualified Virginia public institutions of higher education to develop a guidance document to address the revisions in the licensure regulations. The University of Virginia received the award. This project engaged school leaders, college and university personnel, and representatives from professional organizations.

Mrs. Saslaw made a motion to approve the *Advancing Virginia’s Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement*. The motion was seconded by Dr. Brewster and carried unanimously.

The *Advancing Virginia’s Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement* has three major components. They are as follows:

Performance Standards for School Leaders: The revised Performance Standards for School Leaders (principals and assistant principals) articulate the expectations of principals in the Commonwealth’s schools. They describe the functions of the position that can be used to judge the effectiveness of principals and focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall performance. The standards were aligned with the *Educational Leadership Policy Standards*, formerly known as the *Interstate Leaders Licensure Consortium (ISLLC)* standards. The 17 standards are categorized into five areas: Planning and Assessment; Instructional Leadership; Safety and Organizational Management for Learning; Communication and Community Relations; and Professionalism.

Performance Indicators: The performance indicators developed for each of the 17 Virginia Performance Standards for School Leaders are based on the two-tiered endorsement model. The “Principal of Distinction” Level I indicators reflect proficient performance for school leaders who serve in the roles of assistant principals and principals. The “Principal of Distinction” administration and supervision endorsement is optional, and the indicators reflect examples of distinguished performance by principals.

The *Licensure Regulations for School Personnel* set forth the requirements to achieve the Level II administration and supervision endorsement. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a

principal or assistant principal. In order to earn Level II endorsement, the principal must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;
2. Evidence of effective instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
5. Evidence of completion of a high-quality professional development project designed by the division superintendent.

The performance expected for the “Principal of Distinction” administration and supervision endorsement involves creating a systemic framework for school processes which, become integrated into the school’s culture and are sustainable beyond a principal’s tenure. Inherent in the Level II performance indicators is the skill to responsively meet student needs, create collaborative work environments for teachers, engage constituencies in school improvement efforts, and foster a commitment to learning-centered schools.

Documentation for the “Principal of Distinction” (Level II) Administration and Supervision Endorsement: Principals have the option of seeking the “Principal of Distinction” administration and supervision endorsement. Candidates for this “Principal of Distinction” status must hold a Level I endorsement (unrestricted), have five years of successful service as a building-level administrator, meet two of the five criteria specified by the Board of Education, completed a formal induction program or an alternative activity described in the guidelines, and be recommended by their employing Virginia school division superintendent. Principals who seek the “Principal of Distinction” administration and supervision endorsement must submit a written notice of their intent to seek the endorsement to their division superintendent.

A completed portfolio would be submitted to the superintendent for review and determination of whether the principal met all requirements for the “Principal of Distinction” administration and supervision endorsement. The superintendent may request the recommendation of a review panel serving in an advisory capacity to determine if sufficient evidence has been presented to support the “Principal of Distinction” administration and supervision endorsement. Panels could be constituted within the division or across regional areas of the state. At least one outside reviewer is advisable to lend creditability to the process. The review panel would make their recommendation for the granting or denial of the “Principal of Distinction” administration and supervision endorsement and the rationale for the decision to the superintendent. The division superintendent’s recommendation will be required for the “Principal of Distinction” administration and supervision endorsement.

Final Review of the Board of Education's 2008 Annual Report on the Condition and Needs of Public Schools in Virginia

Dr. Margaret Roberts, executive assistant, board relations, presented this item. Dr. Roberts said that the Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia.

The *Code* requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of amendments, if any, to the SOQ being prescribed by the Board of Education.

At the October 23rd meeting, the Board of Education received a draft for first review. Since that time, necessary changes and additions have been made and incorporated prior to the final review and adoption of the report.

The main body of the report contains the following information:

- A summary of the academic progress of Virginia's students;
- A brief discussion of the major objectives for action to improve schools and student performance (*Comprehensive Plan: 2007-2012*);
- An overview of the performance measures used to gauge progress in meeting objectives, focusing on the most critical needs of the public schools;
- A summary of local division compliance with the requirements of the Standards of Quality;
- A summary of local school compliance with the Standards of Accreditation; and
- A summary of the review of the Standards of Quality.

The appendices to the report contain the following sections:

- Statewide assessment program results: 2005-2008;
- Measures of student progress;
- Demographics of Virginia's public schools;
- List of school divisions reporting full compliance with the SOQ: 2007-2008;
- List of school divisions reporting noncompliance with SOQ: 2007-2008;
- List of divisions with all schools fully accredited, schools granted conditional accreditation, and schools rated accredited with warning: 2007-2008;
- A history of the Board's recent recommendations regarding the SOQ; and

- Text of the Standards of Quality, as amended by the 2008 General Assembly.

The report provides data regarding the most pressing needs of Virginia's public schools, including the need to:

- Eliminate the persistent achievement gap;
- Promote policies for safe and healthy environments for students and teachers;
- Assist chronically low-performing schools;
- Help local divisions in the preparation, recruitment, and retention of educational personnel;
- Focus on recruiting minority teachers;
- Promote and provide high-quality preschool programs;
- Enhance the literacy skills of all students in kindergarten through grade 12; and
- Promote parental and family involvement in their children's schooling.

Dr. Ward made a motion to adopt the *2008 Annual Report on the Condition and Needs of Public Schools in Virginia* with the understanding that staff will incorporate the Board's decisions on the Standards of Quality made on November 20, 2008, and with the understanding that staff will make any additional technical or editorial changes to the text as may be necessary. The final report will be approved by the president of the Board of Education prior to its distribution to the Governor and General Assembly. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of the Board of Education's 2008 Annual Report on Electronic Meetings

Dr. Roberts also presented this item. Dr. Roberts said that § 2.2-3708.E of the *Code of Virginia* requires that public bodies holding electronic meetings submit an annual report detailing their experience with any electronic meetings to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science. The report is due by December 15 of each year.

During the 2008 calendar year, the Board of Education did not conduct any business meetings or committee meetings using electronic communications. Dr. Roberts emphasized, however, that even though business meetings have not been conducted via electronic means, the Board of Education has moved significantly within the last few years to use electronic communications and resources. The Board has taken action to post agendas, meeting material, minutes, business and committee meeting notices, legislative reports, and other publications on its Internet site <http://www.doe.virginia.gov/boe/index.shtml>. Meeting materials, PowerPoint presentations, and other publications related to Board meetings, including meetings of its standing committees and advisory committees, are distributed to members and the public via electronic means, thereby getting materials into the hands of interested persons quickly and efficiently while, at the same time, reducing costs and administrative time on the agency.

The Board of Education also supports and encourages the use of electronic conferencing resources, including videoconferencing, for conducting business of standing committees and advisory committees.

Mr. Johnson made a motion to waive first review and adopt the 2008 Annual Report on Electronic Meetings. The motion was seconded by Mr. Rotherham and carried unanimously.

Final Review of the Standards of Quality

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that Article VIII, § 2 of the *Constitution of Virginia* requires the Board of Education to determine and prescribe Standards of Quality (SOQ) for the public schools in Virginia. The *Code* also requires that the Board's annual report to the Governor and General Assembly include any recommendations for revisions to the SOQ.

On August 7, 1971, the Board of Education adopted the first SOQ. They were revised by the General Assembly in 1972 and adopted as uncoded Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format. The Board of Education revised its bylaws in October 2001 to require the Board to "...determine the need for a review of the SOQ from time to time but no less than once every two years." The Standing Committee on the Standards of Quality was created by resolution of the Board of Education in November 2001 and held its first meeting in January 2002. The Board has made recommendations to the Governor and the General Assembly, or has reaffirmed previous recommendations to the Governor and the General Assembly, on June 25, 2003, November 17, 2004, October 26, 2005, November 29, 2006, and November 29, 2007.

Mrs. Saslaw made a motion to adopt the Resolution on the Standards of Quality. The motion was seconded by Dr. Jones and carried unanimously.

The Resolution reads as follows:

Expressing the Sense of the Board of Education on the Standards of Quality: For Consideration by the Governor and the 2009 Session of the General Assembly

WHEREAS, the Virginia Board of Education believes that public education is of the highest priority in the state budget; and

WHEREAS, the Standards of Quality (SOQ) define the minimum foundation the Commonwealth must provide to meet its constitutional obligation to maintain "an educational program of high quality" for the children of Virginia; and

WHEREAS, without sufficient support to implement these important standards, Virginia's public schools would not have made the progress and earned the national recognition for academic achievement the citizens of the Commonwealth have been celebrating for over a decade; and

WHEREAS, the Board has reviewed the current requirements in the SOQ and recommendations that have yet to be adopted and funded by the General Assembly; and

WHEREAS, the Board acknowledges the economic conditions facing the Commonwealth in the next year and the challenges that are before the Governor and the General Assembly to deal with budget constraints while protecting core services in the area of Pk-12 education; and

WHEREAS, the Board wishes to communicate its SOQ priorities to the Governor and the General Assembly for their consideration in the 2009 General Assembly Session;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education affirms its support for those provisions of the Standards of Quality that have been recommended by the Board in recent years and that are yet to be adopted and funded. The Board intends to request approval and full funding of these staffing requirements in a later year.

BE IT FURTHER RESOLVED that the Board of Education requests approval during the 2009 Session of “intermediate SOQ implementation options” that would enable school divisions to use existing SOQ and incentive program funding to hire data coordinators, reading specialists, mathematics teacher specialists, and English Language Learner (ELL) teachers to provide additional support in classrooms.

BE IT FURTHER RESOLVED that the Board’s recommendations contained herein shall be communicated to the Governor and the 2009 General Assembly for their consideration.

Adopted in Richmond, Virginia, This Twentieth Day of November in the Year 2008.

**Standards of Quality Status:
Estimated Cost of the Board of Education’s Unfunded SOQ Recommendations
Fiscal Year 2009-2010
Based on Chapter 879, 2008 Acts of Assembly**

Recommendation	State Cost	Local Cost
Require one full-time position per 1,000 students in grades kindergarten through 12 to provide schools support in data management and the utilization and administration of state assessments. The data manager/test coordinator would hold a license issued by the Board of Education and would serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes;	\$ 41.7 million	\$ 33.4 million
Require one full-time principal in every elementary school, middle school, and high school;	7.7 million	4.2 million
Require one assistant principal for each 400 students in every elementary school, middle school, and high school;	57.3 million	47.9 million
Require one full-time equivalent instructional position for each 1,000 students in average daily membership to serve as reading specialists for the school division;	41.7 million	33.4 million
Require local school boards to employ speech-language pathologists in sufficient numbers to ensure that a caseload does not exceed 60 students per position;	4.3 million	3.6 million
Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist; and	28.6 million	22.8 million

Require local school boards to employ instructional and paraprofessional staff to ensure the following maximum pupil-teacher ratios for students who are blind or vision impaired: <ul style="list-style-type: none"> • Level I, resource teacher, 24 to one; • Level II, self-contained with an aide, 10 to one; or • Level II, self-contained without an aide, eight to one; or • Level II, self-contained, student weight of 2.5. 	3.8 million	3.2 million
Total	\$185.2 million	\$148.5 million

Report from the Petersburg City School Board on the Virginia Board of Education's Request to Begin Planning for the Implementation of the Restructuring Contingency Plan for the 2009-2010 School year

Dr. Kathleen Smith, director, office of school improvement, division of student assessment and school improvement, presented this program. Mr. Kenneth L. Pritchett, president, Petersburg City School Board, and Dr. James M. Victory, superintendent, Petersburg City Public Schools were in the audience.

Dr. Smith presented the following update to the Board:

In 2004, recognizing the need for technical assistance, the Petersburg School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg Public Schools and the Virginia Board of Education (VBOE) signed an initial memorandum of understanding (MOU) detailing the review process on April 21, 2004. Petersburg Public Schools has been in division-level review status since 2004 and has reported to the VBOE regularly on the status of implementing the corrective action plan and the terms of the initial MOU. The VDOE has provided ongoing technical assistance and monitored the implementation of the division's corrective action plan.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg Public Schools entered into a second MOU on November 20, 2006. This MOU with the VBOE required Petersburg Public Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

On September 25, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year and authorized the Department of Education to assist Petersburg Public Schools in such planning by providing available federal resources.

Dr. Victory reported that the Petersburg City School Board will accept the request from the VDOE to move forward to plan for the implementation of the contingency restructuring proposal.

Dr. Ward made a motion to accept Petersburg's report on the VBOE request that the Petersburg City School Board plan for the implementation of the contingency restructuring plan in the 2009-2010 school year. The motion was seconded by Mr. Rotherham and carried unanimously.

Annual Report: Virginia Committee for Career and Technical Education

Mrs. Elizabeth Russell, director, office of career and technical education services, and Mrs. Judy Sorrell, vice-chair of the Virginia advisory committee for career and technical education, presented this item.

The report included the following commendations to the Board:

Commendation #1: Approval of the Process to Initiate Governor's Career and Technical Academies

The Advisory Committee commends the Virginia Board of Education and the Virginia Department of Education for their efforts to promote preparation of Virginia's CTE students for college and career readiness, especially in the STEM areas.

Commendation #2: Support of Industry Certifications

The Advisory Committee commends the continued support of industry certifications for both students and teachers. The committee believes that this effort will continue to place Virginia in the lead to prepare students for postsecondary education and the work force. The continued inclusion of the industry certifications on the School Report Card shows the importance of continued rigor and relevance within the career and technical education programs in Virginia.

Commendation #3: Support of Technical Diplomas

The Advisory Committee commends the administration for its support of career and technical education through its guidance on requirements for the new Technical Diplomas.

Commendation #4: Approval of the Perkins Five Year Plan

The Advisory Committee commends the administration for its support and approval of the Perkins Five Year Plan for 2008 – 2013.

Commendation #5: Support of the Virginia Career and Technical Education (CTE) Curriculum Resource Center and Virginia Career Education Foundation

The Advisory Committee commends the continued support of the Virginia Career and Technical Education Curriculum Resource Center and the Virginia Career Education Foundation.

The CTE Resource Center continues to provide the career and technical education programs throughout the state with curriculum and other resources that could not be developed by many individual local education agencies. The CTE Center works with Department of Education program area specialists, teachers and business and industry representatives to assure that all CTE curriculums are correlated with national and state standards and also with Virginia's Standards of Learning. The committee endorses the CTE Resource's mission and efforts on behalf of career and technical education.

The Virginia Career Education Foundation (VCEF) exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. The VCEF's Governor's Career and Technical Education Exemplary Standards Awards Program developed as part of the National Governors Association STEM grant will provide a criterion-referenced process that involves the faculty of higher education and business partners in examining the curriculum and outcomes to ensure continuous improvement of the quality of individual career and technical education programs. These standards will help to assure the continued success of the new Governor's Career and Technical Education Academies.

Dr. Brewster made a motion to accept the report. The motion was seconded by Dr. Ward and carried unanimously. The report will be disseminated to the public upon request.

Report on the Statewide Dropout Prevention Summit Held October 28, 2008

Mr. Douglas Cox, assistant superintendent for special education, presented this topic. Mr. Cox said that on October 28, 2008, the Virginia Department of Education (VDOE) hosted a statewide summit addressing dropout prevention and promoting collaborative partnerships of cross-sector leaders to increase public awareness of the issue of high school drop-out and school completion.

In Virginia, 10,540 students dropped out of school in the year 2006-2007. The ongoing priorities of the Governor, the General Assembly, the Board of Education, and VDOE are to establish strong policy and programmatic frameworks for the achievement of increased high school graduation rates. As part of the effort to promote student graduation, VDOE received a grant from America's Promise Alliance to work in partnership with them to address high school dropout prevention on a statewide basis. America's Promise Alliance is the nation's largest multi-sector collaborative dedicated to the well-being of children and

youth and is supporting similar leadership summits in states and cities across the country. Subsequently, State Farm Insurance and AT&T, part of the collaborative, provided financial support for the summit and follow-up activities.

With the theme of *Learning, Working and Living: Keeping Promises to our Youth*, the Virginia summit promoted information sharing and action planning among the sectors about implementation of best practices and policies that increase the number of students who complete school. Summit participants included school personnel and members of local school board officials, representatives of the juvenile justice system, state and local legislative and appointed officials, business representatives, and service and community organizations. Over 500 persons attended the summit. Preliminary review of evaluations indicates that the summit was very well received.

The program for the summit included four strands, with three sessions each:

- *Engaging the Student, Engaging the Family: Going Beyond the School Door:* Presented effective practices involving schools and community partners that provide supports, such as mentoring, after-school and service learning programs
- *Counteracting Loss: Making a Living, Making a Difference:* Presented effective programs initiated by schools, businesses, community colleges and other organizations that provide opportunities to regain lost academic ground and prepare for continued education and meaningful work
- *From the State House to the School House: The Intentional and Unintentional Impact of Policies:* Addressed legislative and administrative policies at the state and local level that promote student support and persistence to graduation or may have negative consequences for students
- *Maximizing Resources: Knowing What is Available, Combining Resources:* Presented information about public and private resources available to support programs for students

The Board received the report. A proceedings document will be prepared from the summit, based on the action planning templates completed by summit participants. The document will provide the goals and associated activities that will be undertaken to sustain the efforts to address dropout prevention. Regional meetings are being planned in follow-up to the summit. The cities of Norfolk and Richmond are presenting summits in 2009 under the sponsorship of America's Promise.

DISCUSSION OF CURRENT ISSUES

Dinner Session

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Dr. Jones, Mr. Rotherham, Mr. Moore, Mrs. Saslaw and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

ADJOURNMENT

There being no further business of the of the Board of Education and the Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 10:45 a.m.

A handwritten signature in black ink, appearing to read "Albert Emblidge", written over a horizontal line.

President